

AMANNEE



EDUCATION:

The Cornerstone for Global Development

A look at:

- ♦ *Afghanistan - (Improvements in Afghanistan), on page 3*
- ♦ *Ghana - (World Education Changing Hearts as Well as Heads in the Fight against AIDS in Ghana), on page 8*

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COVER PHOTO: U.S. Ambassador Mrs. Mary Carlin Yates with the Chief of Kumbungu after unveiling the plaque of OICI Training Center, in Tamale, Ghana.

Editorial Team

DAVID A. QUEEN - Director, Public Affairs Section, U.S. Embassy
SUSAN PARKER-BURNS - Information Officer, Public Affairs Section, U.S. Embassy
ZAINAB MAHAMA - Information Specialist, Public Affairs Section, U.S. Embassy
JONATHAN TEI TEKPETEY - Graphic Artist, Public Affairs Section, U.S. Embassy
MAILING ADDRESS - P.O. Box 2288, Accra Fax: 229882 Tel: 229179/229829/230571/2



Karima Ghaznawi

Karima Ghaznawi of Mazar-e-Sharif counts herself as lucky never to have become a refugee from her native land, despite the constant up-heaval of the past two decades in Afghanistan.

After finishing high school, she was able to enroll in one year of medical school but had to leave after Taliban authorities began to discourage women from pursuing education and professional careers.

With the Taliban's removal, she is free to pursue her dream

EDUCATION

Improvements in Afghanistan

of a career in medicine again, and will re-enroll in medical school next year.

Ghaznawi said that now, women have much more freedom of choice.

"They can study, they can work at government offices and non-governmental organization

[NGO] offices, our schools are open and our uni-versity is open," she said. In post-Taliban Afghanistan, education has returned as a high priority for all of its citi-zens. "In our schools and uni-versity, without discrimination, men and women can study."***



Above: Eight percent of Afghan schools were left either severely damaged or destroyed by the end of Taliban rule. However, this did not dampen the country's enthusiasm for education. At least 1,000 schools are being rebuilt or rehabilitated over the next three years. *(Alejandro Chicheri)*



Left: Three million students, 30 percent of whom were girls, returned to the classroom for the 2002 school year. To meet the high demand for education, the international community is providing textbooks, training teachers, and rebuilding damaged schools. *(Alejandro Chicheri)*

U.S. Universities Continue Efforts to Make Foreign Students Comfortable

By Jane A. Morse

Washington File, senior writer

For students returning home, parental pressure the main reason

Washington — Universities around the United States are continuing efforts to make foreign students feel comfortable on their campuses in the aftermath of the September 11 terrorist attacks.

There are more than 3500 institutions of higher education in the United States, many with substantial numbers of international students. According to the American Council on Education, about 40,000 of the 570,000 foreign students in the United States are from Arab countries.

Although foreign students in general comprise less than 4 percent of the 14 million college students in the United States, American institutions of higher education are eager to have them.

Marlene M. Johnson, the executive director of NAFSA: Association of International Educators, a U.S. professional organization whose members work with international students, issued a statement that said that even during the difficult aftermath of the September 11 tragedies, “the higher education community has been unequivocal in its strong commitment to and appreciation for the international students and scholars in our country.”

Foreign students are seen as providing a global outlook to campus activities and contributing to the educational experience of American students.

Stories have appeared in American newspapers describing incidents of harassment against students of Middle Eastern and Islamic heritage. But the situation on most campuses is much calmer than the press would portray it, and for those students who have returned home, parental pressure was the chief motivation.

According to Johnson, “Incidents of harassment, though isolated, have raised anxieties. Some (foreign) students have wondered if they should go home. Thankfully, only a handful of the half

million international students currently in our country have chosen to do so.”

An informal survey conducted by International Information Programs at the State Department showed a common pattern in university responses to the shock generated by the tragedies at the World Trade Center and the Pentagon:

- ◆ University presidents widely distributed statements urging calm and condemning any acts of intolerance against Muslims.
- ◆ Vigils were held to stress peace and respect for Muslims in the United States.
- ◆ University officials contacted Muslim students through phone calls or e-mail to check on their well being and to offer guidance in dealing with the emotional turmoil engendered by the September 11 violence.
- ◆ Universities set up Internet websites designed to keep students informed of actions taken by U.S. government agencies (such as the Immigration and Naturalization Service), which might affect them.

A tough stance against intolerance characterized most of the statements issued by university presidents. “Intolerant behavior is unacceptable on our campus,” Richard Freeland, president of Northeastern University, said in a letter issued to all the university community located in Boston, Massachusetts. “When incidents occur, we will investigate them vigorously, find the perpetrators and involve the proper local and federal authorities responsible for prosecuting hate crimes. We will not waver in our commitment to the safety of all members of our community.”

Peter Stearns, provost at George Mason University near Washington, D.C., set faculty guidelines that called for “respect for different views and avoidance of inflammatory language; openness to personal stories and feelings; willingness

to listen to anger within limits while also making it clear that the environment must remain safe for all students.”

Websites have proven especially useful in keeping students abreast of developments. According to Julia Findlay, director for George Mason’s Office of International Programs and Services, university officials have taken great pains to minimize rumors and fears.

A website called “September 11 Ongoing Updates” (<http://www.gmu.edu/mlnavbar/sitemap/findex.html>) and a campus newsletter keep students apprised of the most recent developments that might impact them in the aftermath of the tragedies.

In an interview with the Washington File, Findlay said that immediately after the September 11 events, her office sent e-mail messages to all the international students asking them to talk to university staff.

“Many of them did,” Findlay reported. “We took the time to sit down with them and asked them how they were coping and how they were feeling. Several were quite open to talking with us and sharing their experiences; and they were expressing real fear — being unable to think about classes, wanting to watch TV all the time, and just being really nervous about how they might be perceived or treated.”

The university’s counseling center has had its personnel out around campus conducting “drop-in dialogues,” Findlay said. “It was really a chance for students to vent, and they did,” she said.

Despite their anxieties, only about 10 of the approximately 350 Arab and Muslim students enrolled at George Mason have withdrawn from their classes, Findlay said. The departing students have told university official that they plan to return in the spring. “The university was actually very supportive and proactive about reimbursements for students who were leaving,” Findlay said.

George Mason officials have not received any reports of attacks or harassment of Middle Eastern Students, Findlay reported. Campus police, she said, were and are “extremely visible” and took time to talk to students to reassure them.

At the University of Michigan, which



Generic students: Unregistered students may have visa problems.

has more than 1600 Middle Eastern students on its campuses, the Center for Research on Learning and Teaching put out comprehensive guidance for instructors advising them how to encourage discussions about the September 11 tragedies. While encouraging the free discussions of feelings, it cautions: "It is important that students not be doubly hurt by this tragedy — first by the horrific news that has shaken us all, and second, by misguided generalizations." (See: <http://www.crlt.umich.edu/tragedydiscussion.html>)

Kay Clifford, associate director for the university's International Center, has had no reports of departures due to post-September 11 concerns. She told the Washington File: "We had two or three (incidents of harassment), but there was a lot of support from other students, so they didn't leave."

Clifford said a campus vigil brought out some 5,000 people, but a counseling service set up for the purpose of dealing with fearful students only attracted two people.

Similar calm prevails at universities with few Muslim students. East Stroudsburg University in Pennsylvania has only three Middle Eastern students, and none have gone home, said Bo Keppel, director for International Programs and Student Exchange. The university's response, Keppel told the Washington File, has been to hold monthly discussions for students and community residents that deal with issues such as racism and intolerance.

Frostburg State University, located just 30 miles from where the fourth hijacked plane crashed in Pennsylvania, has only two Middle Eastern students, according to Thomas Carr, coordinator for the Center for

there are about 15 Muslim students, and some wear hijab (head scarves traditionally worn by Muslim women to conceal their hair). According to Dawn Kepets, director of International Programs there, none have left. "They have indicated that they feel safe on campus," she said.

The college has sponsored a number of discussion sessions entitled "Making Sense of Tuesday" for both international and American-born students with the goal of sharing concerns. Some American students took advantage of these sessions to express their empathy for their Muslim colleagues, Kepets said.

Student support for their Islamic comrades has been especially visible at Wayne State University in Detroit, Michigan. Non-Muslim women at the university joined in a "Scarves for Solidarity" event by wearing hijab. Members of the campus-based Women's Peace Coalition and Muslim Student Association helped distribute some 200 scarves donated by the Meca Islamic Superstore in Dearborn, Michigan.

Ranna Daud, head of the Muslim Student Association at Wayne State University, reported that there has been no violence against Middle Eastern students, though some have been harassed verbally. Quoted by the Associated Press, Daud said that of the students around the United States who have returned home, "For the most part, it's because their parents want them back."

Shafeeq Ghabra, spokesman for the Kuwaiti Embassy in Washington, D.C., told the Associated Press: "There are some students who feel anxiety. Their parents

International Education. "Within an hour of the attacks, we asked our students to notify (their parents) that they were personally physically safe," he told the Washington File. So far there have been no problems, he said. "We've done a great deal in terms of vigils, marches, open forum kinds of things."

At Randolph-Macon Woman's College in Lynchburg, Virginia

back home in Kuwait are more anxious than they are. Some would like to be together with their children."

An article published in the December 19 edition of the Chronicle of Higher Education, quoted Omar Shahin, director of the local Islamic Center in Tucson, Arizona, as saying that wild rumors had scared many parents into begging their children to come home.

"One of the parents who called me asked me: Can you go outside? Can you go to the mosque? Do you have food?" he said. "I said, 'What are you talking about!'" Even for those students who left after September 11, many — if not most — plan to return to their studies in the United States. The University of Evansville in Illinois had 17 students return to their homes in the United Arab Emirates (UAE) due to family pressure, according to Rhonda Hinkle, director of International Student Services. All, however, have been registered for spring 2002 courses, she said. Twenty-four of the 62 UAE undergraduate students newly enrolled at California State University went home because of family concerns, according to Dan Joseffini, who handles international students there. But of the 198 students who had enrolled earlier, none left, he said.

Ironically, even as Middle Eastern students fear experiencing hostility as fallout of the September 11 terrorist attacks, studies are showing that the image of Muslims held by Americans is improving.

A survey done in December of 1500 American adults showed that favorable views of Muslim-Americans have risen from 45 percent in March to 59 percent today, even though 40 percent of the public think the terrorists were motivated at least in part by religion when they carried out the September 11 attacks. The nationwide survey was conducted by the Pew Research Center, an independent opinion research group.

U.S. census statistics show that Americans of Middle Eastern descent are richer and better educated than most Americans and most have found community acceptance.***

USAID Encourages Parental Involvement in Education

The United States Agency for International Development's School Management Committee/ Parent-Teacher Association (SMC/PTA) activity has fostered greater community involvement in basic schools and contributed to the improvement in pupils' academic performance in Ghana.

Over the past two years, 95% of the communities were involved in school management activities, and 78% of them were active in school decision-making. The increased community participation in school activities has also contributed to improved teacher attendance. The intervention is also directly benefiting over 400,000 children and indirectly useful to over one million children, with many USAID-supported schools making remarkable performances.

Since 1997, USAID's Quality Improvement in Primary Schools (QUIPS)

program has been working with School Management Committees (SMCs) and Parent Teacher Associations (PTAs) as one of the major activities to enhance good quality education for children.

QUIPS is a seven-year program that began in 1997 to support the implementation of Ghana's Free, Compulsory Universal Basic Education (fCUBE) program that seeks to provide every child of school-going age in the country the opportunity to receive good quality basic education. This is a constitutional requirement enshrined in the country's Fourth Republican Constitution of 1992. The USAID program has been so successful that the Government of Ghana has integrated several of its aspects into its national program.

Under the SMC/PTA activity, the QUIPS program is empowering all education-focused groups such as communities, parents, and PTAs to own

and participate in the management of their local primary schools. The program also provides in-service training to teachers, and contributes to improving management capacity of officials at the district level.

Over the years, communities in Ghana have played a vital role in initiating and establishing basic schools. Through communal efforts, they provided places for teaching and learning, recruited teachers and paid salaries of the teachers. With time, these schools were absorbed into the public school system. Their management and control then shifted to the central government. As a result, communities became less involved in the management of the schools. This had a reverse effect on the commitment of local communities in the quality, management and participation in education in the country.

Recognizing the vital partnership role of the school, the community and the local



SMC/PTA members from the Bupei E/A Center discuss issues and share during a break.

school authorities in effecting changes in schools, SMCs/PTAs were involved to play a major part in the quest to enhance ownership in the delivery of education. In this way, the SMC/PTA can become instrumental in bringing about the needed change in primary schools and promote community commitment and action in support of school improvement.

PTAs are longstanding, voluntary associations of parents and teachers that aim to forge strong links between the home, the school, and the community, and bring parents and school authorities together to work jointly for the improvement of the local school. Similarly, SMCs are community-based institutions formed under the GES Act of 1994 to contribute to strengthening community participation and mobilization for education deliver. Its members include the head-teacher, two teachers, and representatives of the district assembly, unit committee, chief, unit, past pupils' association, and the PTA. The SMC is not involved in the day-to-day running of the school, but contributes to management and decision-making in school policy, development, administration, and finance.

As an important strategy for empowering communities to own and participate in the management of primary schools, USAID provided extensive support to 414 primary schools throughout the country. This included a 10-day training program for SMC and PTA executives to understand and appreciate SMC/PTA activities and to acquire skills that would help increase financial management and transparency. Micro-grants were also made available to support community-based action plans for the provision of facilities such as textbooks, furniture, and toilets for the schools. Besides, the program supported community level facilitators to provide day-to-day assistance to each of the school communities to effectively implement the SMC/PTA activities.

With the magnitude of benefits achieved through the SMC/PTA training and the level of need existing in the system, the GES in 2002 requested USAID to extend this component of the QUIPS program to all primary schools in Ghana. USAID responded favorably by initiating the SMC/PTA Expansion activity, which was designed to support the GES in providing four days of training to SMC/PTA executives from over 10,000 primary schools in the country. District Education Office (DEO) staff were trained as trainers and were financially supported to conduct training on a cluster basis for all primary schools in their district.

So far, over 40,000 SMC and PTA executives from more than 4,000 primary



School feeding becomes a community effort, through SMC/PTA, at Sorbriya E/A Primary School.

schools had received training to increase their ability to effectively participate in school management and decision-making. Forty-two districts had been fully covered by the expansion activity and 18 had begun implementation.

The SMC/PTA activity has inspired communities to initiate self-help projects to enhance education delivery. For example, at Trom, a QUIPS community near Koforidua in the Eastern Region, the people have mobilized local resources and started the construction of a school block to provide a sound teaching and learning environment for their pre-school children. Apart from this, community representatives have begun forming district-level SMCs in an effort to build partnerships between school-communities and strengthen their 'voice' at the district level. District GES trainers have also initiated discussions with their Directors and Management Implementation Teams to identify strategies and possible resources to sustain the activities.

The QUIPS program also developed an SMC/PTA resource book, which was adopted by the GES as the official training material for all SMC/PTA training activity in the country. The book provides a structured and systematic vision and guide for community-based institutions to jointly mobilize their members and resources to improve both the quality and delivery of education. In achieving this objective, the book defines the roles and responsibilities of all stakeholders and provides practical suggestions to help empower local communities in support of their schools. It also provides a self-appraisal instrument, which SMCs and PTAs can use to assess their performance and set priorities for actions to be taken. As part of the SMC/PTA training activity, each school received up to four

copies of the handbook to serve as a resource at the community level.

Response to the training activity was overwhelmingly positive, both from the GES and the communities. The GES recognized that although the SMCs had been formed under their directive, they had been unable to provide them with the necessary training to carry out their roles and responsibilities, and within a short time, many of the committees had become inactive or nonexistent. For the communities, they appreciated the opportunity to revitalize their participation in the school process by identifying practical strategies and receiving basic skills in the areas they were most lacking.

In many of the QUIPS school-communities, the learning environment was transformed into one which encouraged partnership and trust among education-focused groups. This led to improvements in areas such as teacher and pupil attendance, teacher welfare, fee and levy collection, maintenance of school infrastructure, and linkages with district structures.

By the end of the USAID-supported SMC/PTA Expansion activity in June 2004, over 100,000 community members will be trained. It will leave the GES with increased capacity and relevant materials to integrate regular training and support of SMCs and PTAs into their existing responsibilities, especially at the district education office level. More important, each of the 110 districts in the country will have up to 15 officers who are equipped with the requisite skills and experience to increase the capacities of SMCs and PTAs to continue to increase community participation in education and to realize good quality education we desire for all children in Ghana.***

BEYOND THE CLASSROOM:

World Education Changing Hearts as Well as Heads in the Fight against AIDS in Ghana

By Heidi Yanulis

“Education in a world with AIDS must be different from education in an AIDS-free world,” Dr. M.J. Kelly, a professor of education at the University of Zambia commented. Dr. Kelly’s words, which came at the 2000 International AIDS Conference in Durban, South Africa, have not gone unheeded in Ghana. In October 2001, World Education launched its AIDS-education project entitled “Strengthening HIV/AIDS Partnerships in Education” (SHAPE). The project, supported by USAID/Ghana, is building bridges between key stakeholders in Ghana’s education sector and helping them work together to design and deliver a wide range of school and community-based

interventions aimed at preventing the spread and mitigating the impact of HIV/AIDS, particularly within the education sector. SHAPE’s efforts complement and support the Ministry of Education’s HIV/AIDS Sectoral Plan, as well as USAID/Ghana’s programs for improving basic education in the country.

“Education is both a tool for HIV/AIDS prevention as well as a potential victim,” says Pamela Allen, Basic Education Advisor at USAID/Ghana. “Since the education sector is the employer of the largest number of Ghanaians, it is critical to protect its health – the health of its employees and the health of those it serves, both students and communities.” To achieve this, World Education is leveraging the existing com-

munity relationships of local NGOs, providing them with training, technical support, and small grants to help them better reach students, teachers and parents with information about AIDS awareness, prevention and compassion.

“The Ministry of Education recognizes that most local NGOs have a lot of enthusiasm, but also some limitations. World Education is helping them overcome those limitations through the critical area of capacity building,” says Akua Ofori-Asumadu, Coordinator of the Ministry of Education’s HIV/AIDS Secretariat. “World Education has taken a key role in teacher education and building the capacity of many of our NGOs that operate in schools on the extra curricular level.”



A group of tutors from Ghana’s training colleges discussing strategies for incorporating HIV/AIDS into their curriculum at a workshop organized by World Education in Tamale, Ghana.

SHAPE began its work by carefully selecting a group of local partners in three regions of the country (the Greater Accra, Eastern and Volta regions), NGOs already active in school-related HIV/AIDS prevention activities but in need of additional assistance. Initial efforts focused on helping these NGOs build collaborative relationships with local representatives of the School Health Education Programme (SHEP), the Ministry of Education's arm responsible for coordinating HIV prevention activities in schools. World Education sought to break down the barriers of mistrust between its NGOs and the government-sponsored SHEP representatives (barriers which have historically existed between civil service organizations and government entities) by bringing them together in 4 and 5-day workshops. It was in these safe and neutral settings where both groups began to get to know one other better both professionally and personally, share frustrations and concerns, and brainstorm ideas. The results have been astounding: currently all of SHAPE's partners are working hand-in-hand with local SHEP representatives in true collaborations that few initially thought possible.

"Look at how World Education have brought SHEP coordinators and NGOs together," says Ofori-Asumadu. "Before, it was an 'us and them' situation, and now they realize that they are all in this together."

A few months into working with its NGO and SHEP partners, World Education identified another critical gap in their programmatic efforts – a seeming inability to evaluate and measure what, if any, impact their programmes were having. What followed was a new intensive training effort, during which representatives of partner NGOs and SHEP staff learned the importance of monitoring and evaluation, as well as how to design, conduct and analyze a Knowledge, Attitudes, and Practices (KAP) baseline for each of their programmes. This enabled them to gather more accurate and in-depth information about their constituents' HIV/AIDS knowledge and related behavior, and use this information to design better, more targeted interventions. By taking this step, World Education is ensuring that these vital USAID-sponsored AIDS prevention activities will be critically assessed and thoughtfully tailored as needed to achieve maximum impact.

But increasing the awareness and knowledge of students, teachers and parents about HIV/AIDS is just one half of the AIDS fight in Ghana. The other half concerns how society views and treats the

hundreds of thousands of unfortunate people living with HIV/AIDS. World Education is working hard with its partners to *de-stigmatize* the disease and help people to develop a true and lasting compassion and concern for people struggling with the disease. "World Education, in conjunction with the Ghana Education Services and HIV/AIDS Secretariat, provide the primary leadership in Ghana in HIV/AIDS education aimed at prevention and the sensitization of her citizens toward those living with HIV/AIDS," says USAID/Ghana's Allen.

One of World Education's key partners in the project is the Wisdom Association, whose membership is made up of Ghanaians living with HIV/AIDS. Wisdom has been instrumental in helping World Education in its sensitization efforts. Wisdom members have repeatedly led sessions at World Education workshops and school programs on what it is like to live with HIV/AIDS in Ghana. Displaying a rare personal courage and a strong commitment to helping change the hearts and minds of their countrymen, these people voluntarily reveal their status at the end of their sessions. The impact is profound. Most of these students and workshop participants have never knowingly met or touched a person living with HIV. After the experience, many comment that they hadn't realized a person with AIDS could look so healthy or be just like them or have lived exactly the way they live. Few leave those sessions with an unchanged attitude toward people living with HIV/AIDS, and all have the vivid realization that they too are vulnerable to the disease.

But World Education's work does not stop there. "Young people listen to their friends first, and then their teachers when it comes to matters of sexuality and HIV", says John Yanulis, World Education's Country Director. For kids to learn skills about negotiating safe sex, teachers have to be comfortable with the subject and make it interesting for students. "Teachers have to get them excited about learning about the subject and answer their questions in a real way."

To this end, World Education, in cooperation with USAID, is currently assisting the Ministry of Education in fundamentally overhauling the way AIDS prevention and awareness training takes place in the country's teacher training colleges. The effort is aimed at equipping new teachers with more accurate knowledge about HIV and AIDS, and forcing them to confront their own prejudices and fears about the disease

during their pre-service training. The goal is to train a new generation of teachers who are more comfortable talking with students about sexuality, who have an improved attitude toward people living with HIV/AIDS, and who will use their new knowledge of the disease to make better and safer choices in their own lives.

World Education began this new effort by inviting the principals of all of Ghana's teacher training colleges to an intensive workshop called *HIV and Development*, aimed at helping participants to personalize the epidemic. This experience paved the way for an overhaul of the teacher training curriculum, which culminated in a set of draft materials designed to train the next generation of teachers in HIV/AIDS awareness and prevention. World Education field tested the materials and then worked closely with tutors from each teacher training college in how to use them. This new curriculum will have its debut in teacher training colleges throughout the country beginning October 2003.

In addition to these new initiatives, World Education has been invited to assist the Ghanaian government in including national service personnel (those new graduates of institutes of higher learning that devote a year of service to their country) in the fight against HIV/AIDS. World Education also may play an important role in training and placing incoming Crisis Corps volunteers, as part of the US Peace Corps program in Ghana, to monitor the effectiveness of the new teacher training program.

But while these new initiatives are important, World Education maintains a strong commitment to its original partners. These nine NGOs are currently working in 52 communities and schools, reaching more than 20,000 young people, 4,000 parents and 200 teachers with HIV/AIDS awareness and prevention programmes. They have trained more than 500 youth peer educators and 100 teachers/patrons in HIV/AIDS awareness, formed scores of youth-focused AIDS prevention clubs, begun important sensitization programmes for parents, and facilitated community outreach activities aimed at changing the way HIV/AIDS is discussed in communities. SHAPE hopes to extend the geographical scope of this original effort by partnering in a similar way with additional NGOs in other regions of the country.***

POWELL PRAISES AWARD FOR FULBRIGHT ALUMNI

Bureau introduces Harrison H. Schmitt Leadership Award

Our rising leaders in the Fulbright program establish relationships with counterparts abroad that will form the foundation of successful and mutually beneficial partnerships in the years ahead,” said Secretary of State Colin L. Powell in remarks at a July 29 ceremony at the Benjamin Franklin Room in the State Department.

The Fulbright Program, sponsored by the U.S. government, was established in 1946 to encourage communication and understanding between people from the United States and from foreign countries.

At the ceremony, Powell presented the Harrison H. Schmitt Leadership Award to Raymond Jefferson, a Fulbright Fellow in Singapore, and Jason Santamaria, who spent his fellowship in Venezuela.

The award was introduced by the State Department’s Bureau of Educational and Cultural Affairs to honor recent Fulbright Fellow alumni who are emerging leaders and dedicated to public service. It was named in honor of Harrison H. Schmitt, Chairman Emeritus of The Annapolis Center for Science-Based Public Policy, and Lunar Module Pilot on the 1972 Apollo 17 flight.

“Dr. Schmitt, we have created this award in recognition of the very inspirational role that you have played in public service and in international exchanges,” said Powell. “We hope that this award will motivate future leaders to venture to distant lands, or even to the stars, in the spirit of adventure and understanding.

“By creating the Harrison H. Schmitt Award, we pay tribute to a bold idea that has become America’s flagship program for international exchange. Fulbright Fellowships were a direct outgrowth of the role this country inherited some 50 years ago. A world wasted by war looked to the United States for leadership and we responded with creativity, with know-how, and with renewed resolve to promote lasting peace among citizens of every creed, every country and of every continent.”

In his remarks, Powell shared his own experience as a White House Fellow who held posts in Russia and China in the 1970s. “It was an experience that I did not know at that time the influence it would have in my life, but I left that experience seeing both



Colin L. Powell

China and Russia impressed by the vitality of those countries, impressed by the people that I met, but also realizing that it was a system that could not last in the kind of world we were heading into,” said Powell.

Powell stressed that those early experiences in an international exchange program were “so vital and so important in allowing

me to understand the kind of world that I would be responsible for in later years.”

“More than ever, we need to interact with people around the world,” Powell said. “More than ever, we need economists to interchange with each other, military officers to change views with, not only other military officers from other nations but other leaders, whether they be politicians, scientists, economists, what have you, all mixing it up, so that we broaden the perspective of all parties. And the Fulbright program, more so than any other program, provides an ideal backdrop for these kinds of connections, these kinds of interchanges to take place and to flourish.

“And I salute Fulbright scholars — past, present and future — for acting as goodwill ambassadors for our country as we advance the cause of peace, prosperity and freedom across the globe.

“The dawn of the new century has heightened the demand for dialogue, the demand for diplomacy, and I think this program is an important adjunct to all of our efforts,” said Powell.***



(Left to Right): Secretary Powell, Dr. Harrison H. Schmitt, Raymond Jefferson, and Jason Santamaria at the First Harrison H. Schmitt Leadership Award for Fulbright Student Alumni. Photo by Bill Petros.

U.S. REMEMBERS VICTIMS OF SEPTEMBER 11TH TERROR ATTACKS

Special commemorative ceremonies held across nation



First tower falls



Second tower falls

By Wendy S. Ross and Judy Aita

Washington File Staff Correspondents

Washington — Across the United States September 11 Americans marked the second anniversary of the September 11th terrorist attacks on the United States with prayer services, moments of silence, placing of wreaths, and candlelight vigils.

At 8:46 a.m., New York City paused in silence to commemorate the time the first hijacked plane hit one of the World Trade Center's towers. Afterwards in a simple but moving ceremony that commemorated the past but looked to the future, children read the names of the 2,798 people who died in the terrorist attack on New York.

The ceremony paused four times — twice to mark the times the two planes hit the towers — and twice to mark the times the towers fell. Churches and fire stations around the city tolled their bells. While the names were read, family members descended the ramp to the site and laid flowers in two small rectangular reflecting pools representing the footprints of the 110-story twin towers that were destroyed. The sorrowful litany of names was read by 200 children and young adults. Two by two,



Chaos. This photo was taken just seconds after United Airlines flight 175 slammed into WTC 2. After the initial explosion, and after the massive fireball ascended into the sky, and ocean of debris came crashing down below. You can see parts of the building and parts of the aircraft's fuselage falling to the ground below.

the children stood and read at the simple podium in the deep pit at Ground Zero, each ending with the name of his or her father, mother, brother, uncle, grandfather, or other relative who died that day two years ago.

It is in the children, said New York City Mayor Michael Bloomberg, "that the spirit of New York lies, carrying both our deepest memories and the bright promises of tomorrow."

"We remember with pride and from that comes our resolve to go forward. Our focus and hopes turn toward the future," Bloomberg said.

Instead of speeches, New York Governor George Pataki; Rudolph Giuliani, who was the city's mayor at the time of the attack; and Bloomberg read poems of remembrance and inspiration.

In the nation's capitol, President Bush also led a moment of silence on the South Lawn of the White House at 8:46 A.M.

Several hundred White House staff members — from white-collar workers in suits to maintenance workers in uniforms to kitchen personnel in white cooking smocks — assembled along with the president and first lady for the moment of silence.

The noise of a jetliner taking off from Reagan National airport was the only audible sound.

Earlier, the president and first lady and several top members of the cabinet, including Secretary of State Colin Powell, Defense Secretary Don Rumsfeld and



Mike Pecoraro, was with another engineer in the lobby of 1WTC during collapse of @WTC. Comments: This photo of me was taken 1 block north of 1wtc on West Street approximately 15 minutes after the collapse of @WTC. For nearly 15 years I had served the tenants at the World Trade Center with my brothers and sisters of the Local 94 Operating Engineers. While I lost 4 of my own during the evacuation and rescue efforts, my deepest sympathy is true to all who perished and their loved ones, but also to all who tried to save them and still grieve because they could not.

National Security Advisor Condoleezza Rice, attended an inter-denominational prayer service at St. John's Episcopal Church near the White House.

"We remember a sad and terrible day, September 11th, 2001. We remember lives lost. We remember the heroic deeds. We remember the compassion and the decency of our fellow citizens on that terrible day," Bush told reporters following the service.

"Also today is a day of prayer," he said. "We pray for the husbands and wives and moms and dads and sons and daughters and loved ones of those who still grieve and hurt. We pray for strength and wisdom. We thank God for the many blessings of this nation, and we ask His blessings on those who especially hurt today."

Later in the day, Bush visited with wounded soldiers at Walter Reed Army Hospital in Washington.

And, at the State Department, Secretary of State Colin Powell led his colleagues in an early morning remembrance ceremony.

"[T]ogether, we honor the souls from 90 nations who perished at the Twin Towers



Julia, wife of Antonio Melendez, and their child. Antonio Melendez, 43, was on the floor of the restaurant, *Windows on the World*, when the disaster struck.

By: *Asociación Tepeyac de New York*



We visited the WTC site the day after Thanksgiving, 2001. This picture was taken when we had walked around the outer of the site and gotten to Broadway, courtesy the height of my husband. Even still, he had to hold up the camera over the crowd of people standing in front of him to get the picture. Where the other side of the site was quiet and mournful, the Broadway side was an absolute circus. People were lined up and down the street selling anything with the WTC images, NYPD or FDNY printed on it. People were flowing over the sidewalks into the traffic to catch a glimpse.

It was at this point that we had had enough. We went into Trinity Church for some peace, quiet and prayerful reflection.

By: *Kim Schmitt, Denver, CO.*

in New York, at the Pentagon and in a Pennsylvania field," Powell said.

"They were men and women of every continent, culture and creed — of every region, race and religion. Our prayers are with the families and friends of the fallen.

"Our thoughts also are with the families and friends of all those around the world who have lost loved ones to terrorism from Madrid to Moscow and Manila, from Bali to Baghdad and Bogotá, from Karachi to Riyadh and Nairobi, from Jerusalem to Dar es Salaam and Amman."

Powell said "We, the men and women of the Department of State, can pay no greater tribute to their memory than to work with good people across the globe to build a world of peace, prosperity and freedom where terrorism cannot thrive."

Secretary of Defense Donald Rumsfeld presided over a wreath-laying ceremony at Arlington National Cemetery, near the Pentagon, where 184 people died when a third hijacked plane slammed into the building.

Other ceremonies were held in the state of Pennsylvania, where a fourth hijacked airliner crashed into a field, killing all 40 persons aboard.

The 2003 official observances of the September 11th tragedy were more low-key than those of the previous year. President Bush did not give a formal speech or travel to New York and Pennsylvania as he did on the first anniversary of the attacks.

The day was scheduled to end quietly at sunset in New York City with two beams of light shining into the sky at the site of the destroyed twin towers as a "Tribute in Light."

Talking with journalists in New York on September 10, former mayor Rudolph Giuliani remembered the attack in which he and aides were trapped in a Trade Center building and narrowly escaped with their lives, the rescue efforts that followed, and the city's remarkable recovery. Giuliani became known as "America's mayor" for his courage, strength, and skill in leading the city during that time.

Giuliani said that in 2003 "New York City is, as I asked it to be, on September 11, 2001; I asked the city of New York to be stronger than it was before the attack and it has more than exceeded anything I could possibly have thought back then.

"The city is more vital, the city is rebuilding, the city is even more diverse. Its population has grown rather than contracted. ... And the city of New York, most importantly, is spiritually stronger," he said.

Giuliani said the city's strength arises from two sources: freedom and immigration. "People who live in freedom have more strength than people who live in oppression," he said. "We're a city of immigrants, and we keep renewing ourselves every single day with new people who come from all different parts of the world who want to make a better life from themselves and their family."

"Every single country in the world is represented here," Giuliani said. "Every religion, every ethnic group, and every time I greeted a foreign visitor or businessperson or government official in New York City, I always felt comfortable that I could find somebody from their village who lived in New York City because it's such a diverse place."

The World Trade Center site is a dramatically different place than it was two years ago, New York officials say, noting that signs of the city's determined progress are everywhere.

The ground has been cleared and a design for new buildings on the site has been selected; work is on schedule for construction to begin in mid-2004. A panel is reviewing design submissions — from 49 U.S. states and 62 nations including Kuwait, South Africa, Lebanon, Singapore, Albania, Jordan, and Columbia — for a permanent World Trade Center Memorial that will be the centerpiece of the site.

New York City officials report that the neighborhoods around the site are rebounding: the residential community has returned, businesses are back in the area, the area's high school has opened, and the transportation network that connected lower Manhattan to the rest of the region has been restored.***

And in Accra,

A solemn memorial service was held at the Chancery of the US Embassy to mark the second anniversary of the September 11 attacks.

Present at the ceremony were Ministers of State, Members of the Diplomatic Corps, American citizens in Ghana and the staff of the embassy.

US Ambassador to Ghana, HE Mary Carlin Yates, paid tributes to the victims and heroes of the tragic events of September 11, 2001 (which is found below) followed by Ghanaian Government response read by Honorable Hackman Owusu-Agyeman, the Minister of Interior (whose speech is also found below).

A moment of silence was observed at exactly 8:46 am to coincide with the time that the first plane hit one of the twin towers. Two staff of the mission, Mrs. Sophia Bosompem and Mr. Suleimana Mohammed



Some of the participants at the service, including members of the diplomatic corps.

said Christian and Muslim prayers respectively for the victims of September 11. The American flag was lowered to half-mast by an officer of the US Marines. "Taps" performed by Sergeant Stephen Ocansey and Sergeant Dodzi Tettey of the Ghana Armed Forces Band ended the somber event.

The Information Officer, Ms. Susan Parker-Burns was the Master of Ceremony for the event.***

Remembrance Ceremony for September 11th Attacks on U.S.

Remarks by Mary Carlin Yates
U.S. Ambassador to Ghana

Two years have passed since the September 11 terrorist attacks. During that time, we have continued to work, we have continued to enjoy time with our families and friends, and we have continued with the joys and frustrations of our daily lives.

But we all know the world was changed forever on September 11, 2001, and it only takes an image of the World Trade Center burning, a picture of a firefighter emerging from the smoke and the ashes, or the sight of the victims' families to bring back the reality of that terrible day.

On the first anniversary, President Bush said, and I quote, "September 11, 2001 will always be a fixed point in the lives of Americans. The loss of so many lives left us to examine our own. Each of us was reminded that we are only here for a time, and these counted days should be filled with things that last and matter: love for our families, love for our neighbors, love



Ambassador Mary C. Yates

for our country; gratitude for life and the Giver of life." End Quote.

We continue on with our lives, as we must, but we also continue to honor the more than 3,000 people who lost their lives at the World Trade Center, at the Pentagon, and in a Pennsylvania field. We honor the courageous firefighters and police officers who lost their lives while trying to save

others, and we honor the brave passengers of United Flight 93.

On this day, too, we remember the aftermath of September 11 fu, and how nations around the world rallied behind the United States and stood up against terrorism. We remember that citizens from over 90 nations lost their lives in the September 11 attacks, including Ghanaians.

I don't think Americans will ever forget the outpouring of sympathy and support from people around the world after September 11 th. Countries around the world came together to declare terrorism a threat to international peace and security . As we know, the terrorists did not only physically strike the United States. They struck at the values of freedom and liberty that millions around the world hold dear .Secretary Powell reminded us last year that the struggle against terrorism would not be easy. It would take years not months, and in his remarks this year, he says and I quote,

"Led by the United States, nations all around the globe have come together in an historic worldwide effort to wipe terrorism from the face of the Earth. Faithful friends and former foes alike have united against terror and we are bringing every tool of statecraft to bear against it-military , intelligence, law enforcement, financial and most certainly, diplomatic." End Quote The United States has truly appreciated the international support in that long hard battle against terrorism.

Ghana has been and will be a significant partner in this fight, and I wish to sincerely thank you for your country's efforts.

Today, two years after the attacks, Congress has named September II th as Patriot Day.

America is rebuilding. The Pentagon is fully functional, and plans have been approved for new buildings at the World Trade Center site. Discussions about memorials are underway.

America is rebuilding, and we wanted to take this opportunity today to reiterate that America has also renewed its commitment to preserve security and freedom, not just for her people, but for people around the world.

Thank you.***

Statement Commemorating the Attack on the United States On September 11

By **Hon. Hackman Owusu-Agyemang**
Minister for The
Interior and MP

Two years ago today, the world watched in horror and writhed in agony as hell fire, hot and overpowering as though released from hell itself, consumed our loved ones whose frail and tender bodies, crushed with sturdy and robust iron and steel, melted into the tragedy that has come to be known as 9-11.

Relatively short as it lasted, the terrorist act of September 11, 2001, watched live on television across the globe, has become the most dastardly and despicable act of cruelty of our time.

It was an attack that knew no boundary , national or international. Neither did it discriminate against colour, creed or conviction. Ghanaians, Africans, Americans, Asians, Australians, Europeans, all of us came under attack as we all lost our precious and loved ones.

Without doubt, September 11, 2001 was a callous and cowardly act of terror on humanity . It defiled all decent values and violated all the rules of humane conduct.

Today, Ghana joins the rest of the world to remember September 11, to mourn its victims and to resolve to use the tragedy as a wake up call to the fight against terrorism, the Scourge of humanity.

Current events clearly show that no nation, no matter how weak or strong is



Hon. Hackman Owusu-Agyemang

immune from the evil machinations of the terrorist.

The challenge of September 11, which Ghana is resolved to meet therefore, is for a global coalition to fight and defeat terrorism and return our world to the safe, secured and peaceful place that we all desire it to be.

September 11 shocked the world and shook it to its very foundation. Today, we share the pain of the loss of its victims, families of victims and humanity, and shore their confidence, assuring all of Ghana's relentless support in the fight against all that is violent and vicious.

May the souls of the departed rest in perfect peace and the world remain steadfast in its commitment to a more peaceful and prosperous society for us all.

Thank you.***

Department of State Art Exhibition, "Connections Across Time and Space", Links U.S. and Ghana

Connections Across Time and Space, an exhibition that reflects the cultural linkages between American and Ghanaian artists, opened September 9 - 10, 2003 at the U.S. Ambassador's residence in Accra. Organized by the Department of State's Art in Embassies Program, *Connections Across Time and Space* displays works by U.S. artists in a variety of media including fiber, watercolor, beads, applique, and more. The works will be on view throughout the tenure of Ambassador Mary Carlin Yates.

According to Ambassador Yates, "Ghana has a well-deserved reputation for artwork in cloth, tapestry, beads, and precious metals. Concurrently, numerous American artists work in these same media; some influenced and inspired by Africa's traditions. After arriving in Ghana and viewing the work of local artists, I became convinced that Ghanaian and American artists speak to each other 'across time and space' through their imaginative handling of these common, but varied media."

Curators at the Art in Embassies Program borrowed works from eleven artists scattered across the U.S. for this exhibition. Works range from exquisitely beaded figures such as Ann Citron's



Ambassador Mary Carlin Yates

"METATRON -Soul on Fire" to vibrant textiles such as Victoria Rivers' "Magnetism" to animated masks such as Willis "Bing" Davis' "Community Revitalization Mask #10." Many of the artists acknowledge Africa as an inspiration for their work. According to Davis, "The conscious inclusion of social commen-

tary in my works is the first step toward speaking to a universal condition. The rich artistic heritage of African art with its religious, social, and magical substance is what I select as an aesthetic and historical link."

Since 1964, the Art in Embassies Program has been exhibiting original works of art by U.S. citizens in the public rooms of American diplomatic residences worldwide. These exhibitions provide international audiences with a sense of the quality, scope, and diversity of American art and culture.

Artists represented in *Connections Across Time and Space* include Karin Birch of Brunswick, Virginia; Willis "Bing" Davis of Dayton, Ohio; Dian Gabriel of Racine, Wisconsin; Martin Cary Horowitz of Santa Fe, New Mexico; Martina Johnson-Allen of Laverock, Pennsylvania; Gerard Menendez and Byron Lymburn of Seattle, Washington; Victoria Rivers of Sacramento, California; and Kat Tomka of Anchorage, Alaska.

For further information about *Connections Across Time and Space* and the Art in Embassies Program, please visit <http://aiep.state.gov>



Photo: (left), Ambassador Yates sharing thoughts about one of the art pieces with some of her guests. Right: Some of the guest taking a good look at some of the art pieces. Among them is Mr. Emil Shorts (middle), Commissioner, Commission of Human Rights and Administrative Justice.

Smithsonian Folklife Festival

“Mali: From Timbuktu to Washington”

President Toure’s Visit to Mali Exhibit June 25-29, July 2-6, 2003

Amadou Toumani Toure, President of Mali, addresses the crowd at the opening ceremony of the 37th Annual Smithsonian Folklife Festival in Washington, Wednesday, June 25, 2003.



Crowd surrounds Amadou Toumani Toure, President of Mali, during his visit to the Timbuktu-inspired gate on the Mall during the opening hours of the 37th Annual Smithsonian Folklife Festival.



Amadou Toumani Toure, President of Mali, gestures as he speaks at the opening ceremony of the 37th Annual Smithsonian Folklife Festival.



Dogon Masque, a stilt walker from Mali, ambles along the National Mall, with the U.S. Capitol in the background during the 37th Annual Smithsonian Folklife Festival.



Amadou Toumani Toure, President of Mali, is center of attention on the Mall in Washington during his visit to the opening of the 37th Annual Smithsonian Folklife Festival.



Amadou Toumani Toure, President of Mali, admires silverwork in the Mali crafts and cultural area.



Vicki Huddleston, the United States Ambassador to Mali, talks to a Malian woman at the 37th Annual Smithsonian Folklife Festival.



Performer displays flags of Mali and the U.S. on the Mall during the opening hours of the 37th Annual Smithsonian Folklife Festival.



Amadou Toumani Toure, President of Mali, reaches to shake the hand of another fellow countryman during his tour of the Mali Village crafts and cultural area



The Malian antelope carving by the Smithsonian Castle was one of many pieces of art at the Smithsonian Folklife Festival on the National Mall June 25 through June 29 and July 2 through July 6.



LABOR DAY

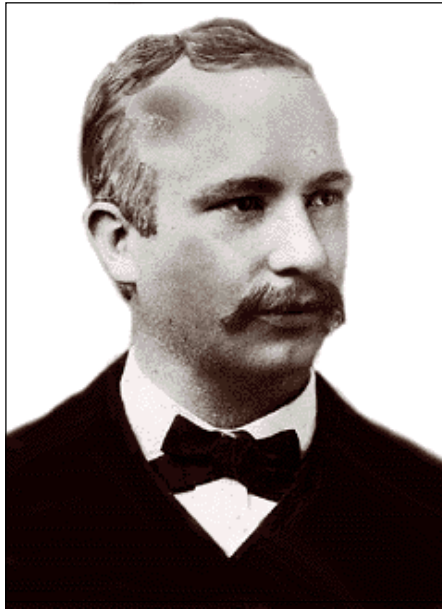
First Monday in September

Eleven-year-old Peter McGuire sold papers on the street in New York City. He shined shoes and cleaned stores and later ran errands. It was 1863 and his father, a poor Irish immigrant, had just enlisted to fight in the Civil War. Peter had to help support his mother and six brothers and sisters. Many immigrants settled in New York City in the nineteenth century. They found that living conditions were not as wonderful as they had dreamed. Often there were six families crowded into a house made for one family.

Thousands of children had to go to work. Working conditions were even worse. Immigrant men, women and children worked in factories for ten to twelve hours a day, stopping only for a short time to eat. They came to work even if they were tired or sick because if they didn't, they might be fired. Thousands of people were waiting to take their places. When Peter was 17, he began an apprenticeship in a piano shop. This job was better than his others, for he was learning a trade, but he still worked long hours with low pay. At night he went to meetings and classes in economics and social issues of the day.

One of the main issues of concern pertained to labor conditions. Workers were tired of long hours, low pay and uncertain jobs. They spoke of organizing themselves into a union of laborers to improve their working conditions. In the spring of 1872, Peter McGuire and 100,000 workers went on strike and marched through the streets, demanding a decrease in the long working day. This event convinced Peter that an organized labor movement was important for the future of workers' rights.

He spent the next year speaking to crowds of workers and unemployed people, lobbying the city government for jobs and relief money. It was not an easy road for Peter McGuire. He became known as a "disturber of the public peace." The city government ignored his demands. Peter himself could not find a job in his trade. He began to travel up and down the east coast to speak to laborers about unionizing. In 1881, he moved to St. Louis, Missouri, and began to organize carpenters there. He organized a convention of carpenters in Chicago, and it was there that a national union of carpenters was founded. He became General Secretary of the United Brotherhood of Carpenters and Joiners of America. The idea of organizing workers according to their trades spread around the



The Father of Labor Day, Peter J. McGuire of New York City, in 1882 introduced the idea of the holiday.

country. Factory workers, dockworkers and toolmakers all began to demand and get their rights to an eight-hour workday, a secure job and a future in their trades. Peter McGuire and laborers in other cities planned a holiday for workers on the first Monday in September, halfway between Independence Day and Thanksgiving Day.



The Labor day march across the Mackinac Bridge led by Michigan governor has replaced the Detroit march

On September 5, 1882 the first Labor Day parade was held in New York City. Twenty thousand workers marched in a parade up Broadway. They carried banners that read "LABOR CREATES ALL WEALTH," and "EIGHT HOURS FOR WORK, EIGHT HOURS FOR REST, EIGHT HOURS FOR RECREATION!" After the parade there were picnics all around the city. Workers and celebrants ate Irish stew, homemade bread and apple pie. At night, fireworks were set off.

Within the next few years, the idea spread from coast to coast, and all states celebrated Labor Day. In 1894, Congress voted it a federal holiday. Today we celebrate Labor Day with a little less fanfare on the first Monday of September. Some cities have parades and community picnics. Many politicians "kick off their political campaigns by holding rallies on the holiday. Most Americans consider Labor Day the end of the summer, and the beaches and other popular resort areas are packed with people enjoying one last three-day weekend.***

International Day of Peace, Third Tuesday Of September

In 1981, the General Assembly declared that the third Tuesday of September, the opening of the regular session of the General Assembly each year, "shall be officially dedicated and observed as the International Day of Peace and shall be devoted to commemorating and strengthening the ideals of peace both within and among all nations and peoples" (resolution 36/67). In a message commemorating the Day on September 19, 1995, the Secretary-General stated that "the world, once more, cries out for peace. And for the economic and social development that peace alone can assure.... Let us keep our goal clear and simple.... Let us work for peace."

Source: United Nations Website: Observations

SELECTED ONLINE INTERNET SITES

Academy for Educational Development
<http://www.aed.org/about/index.html>

Founded in 1961, AED is an independent, nonprofit organization committed to solving critical social problems in the U.S. and throughout the world through education, social marketing, research, training, policy analysis and innovative program design and management. Major areas of focus include health, education, youth development, and the environment.

Educational links: http://www.aed.org/education/edu_links.html

Youth Development links: http://www.aed.org/youth/youth_links.html

International Development links: http://www.aed.org/links/links_multi.html

United States Government Sites: http://www.aed.org/links/links_usgov.html

Foundations: http://www.aed.org/links/links_found.html

Forum for African Women Educationalists – <http://home.africaonline.co.ke/fawe/>

The Forum for African Women Educationalists is a membership organization that brings together African women ministers in charge of national education systems, women vice chancellors of universities and other senior women policy makers in education in Africa. Founded in 1992, and registered in Kenya as a pan-African NGO in 1993, FAWE has 56 full members drawn from 30 African countries, 25 associate members comprising male ministers of education and permanent secretaries, and 25 established National Chapters and five in formation. As an unprecedented group of influential African women policy makers, FAWE is well positioned to stimulate broad policy reform and create a conducive environment for increasing parental demand for girls' education.

Underpinning FAWE's work is an explicit effort to close the gender gap in education, not only in

access but in persistence and achievement at all levels. FAWE's over-arching goal is to use its forum as an intellectual resource to assist in the development of member countries' national capabilities to evolve, implement and improve strategies that have the potential to accelerate female participation in education and move toward achievement of Education For All (EFA). FAWE's aim is to contribute to sound human resource development by providing and widely disseminating examples of good practice in strategic resource planning, development and deployment.

GenderStats – <http://genderstats.worldbank.org>

GenderStats is an electronic database of gender statistics and indicators designed with user-friendly, menu-driven features. It offers statistical and other data in modules on several subjects. The data in each module is presented in ready-to-use format. Users have the option of saving the country views in Excel (or another spreadsheet software) to customize them for their own reports

Girls' Education Monitoring System – <http://www.educategirls.com>

GEMS is developing procedures and tools to promote dialogue among international partners and to disseminate knowledge and experiences through annual reviews and an interactive website. The monitoring system contributes to improving girls' and women's education while supporting the strategic objective to develop broad-based and informed constituencies mobilized to improve girls' education. The goal is to design consistent indicators for measuring the progress and achievements of girls' education activities.

Strategies for Advancing Girls' Education – <http://sage.aed.org>

SAGE's primary objectives include:

Strengthening public and private sector institutions'

capacity to promote girls' education; Mobilizing leadership at all levels and from all sectors to promote girls' education; Broadening and supporting local community participation in overcoming barriers for girls' education; and Improving knowledge of girls' education to better implement related policies, strategies, and programs

The World's Women 2000: Trends and Statistics –
<http://www.un.org/depts/unsd/ww2000/index.htm>

The World's Women 2000: Trends and Statistics is the third issue in the series of reports (the other two issued in 1991 and 1995) that looks at the status of women through the lens of statistical data and analysis. The World's Women 2000 is a statistical source-book which provides a comprehensive analysis of how women fare in different parts of the world. It highlights the main findings of statistical analysis on women's situation as compared to men's worldwide in a broad range of fields—including families, health, education, work, human rights and politics.

USAID - Office of Women In Development –
<http://www.genderreach.com>

The Office of Women in Development (WID) was established in 1974 to help ensure that women participate fully and benefit equally from U.S. development assistance programs. Today the WID office assists the U.S. Agency for International Development (USAID) with integration of gender concerns into all USAID programs, coordinates with the donor community, and identifies emerging issues where gender is a key concern.

UN RELATED LINKS

Devlink: Girls Education - <http://www.undg.org/>

The United Nations Development Group (UNDG) has created Devlink primarily to provide substantive information support to UN Resident Coordinators and Country Teams, while also serving the wider development community. The section on Girls Education contains a host of valuable information for UNICEF staff in the following areas: key documentation, resources, good practices and links.

Partnership on Sustainable Strategies for Girls' Education <http://www.girlseducation.org/Welcome.asp>

UNICEF, along with DFID, the World Bank and the Rockefeller Foundation have formed this partnership. The site contains information on research data, training and communication materials and other types of publications.

Education for All - <http://www.unesco.org/education/efa/index.shtml>

UNICEF is one of the six convening members of the Education for All Movement, working with the international community towards the achievement of Education for All children by the year 2015, and gender parity by 2005. This site contains detailed information on the follow up to the World Education Forum, held in Dakar, Senegal in 2000.

Non-Governmental Organizations (NGOs)/Civil Society Organizations (CSOs):

The Global Campaign for Education - <http://www.campaignforeducation.org/>

(GCE) The Global Campaign for Education seeks to ensure that the governments who promised Education for all by 2015 and gender equity by 2005 follow through with these commitments. Founded in October 1999, the GCE is a network of diverse organizations, all having their own members, which unite and campaign in unison for education for all. It serves as a meeting point of civil society organizations (NGO's, Community Based Organizations, Trade, unions, federations, church groups, etc) to conduct a common campaign. The founding idea was to join forces with like-minded organizations to conduct common campaign activities globally. The site contains information from working papers to member lists.

www.girlsrights.org This is the website of the Working Group on Girls, a part of the network of the International Network for Girls (INFG)

www.camfed.org CAMFED International is dedicated to extending girls' access to education in poor rural communities in Africa.

- **Forum for African Women Educationalists** - <http://www.fawe.org/>

(FAWE): FAWE, together with its partners will work at continental, national and local levels, to create positive societal attitudes to reinforce policies and practices that promote equity for girls in terms of access, retention, performance and quality, by

influencing the transformation of educational systems in Africa. The site includes the following categories: Vision, Membership, Publications, National Chapters, FAWE Newsletters and the FAWE Diary.

Improving Educational Quality - <http://www.ieq.org/>
A USAID-funded project "IEQ fosters an international network of educators who work together to expand their understanding and visions. One of the main goals of IEQ is to share the lessons learned about effective classroom practice with individuals, organizations and countries." The site contains a host of information including publications available for full-text downloading, as well as links, countries where they work, partners, photo gallery, a teachers' portal and research tools.

Girls' Education Monitoring System (GEMS):

Interagency Network for Education in Emergencies (INEE) - <http://www.ineesite.org/>

Established following the World Education Forum in 2000. It is a network of NGOs, research institutions and international organizations with the following objectives: "Share knowledge and experience; Promote greater donor understanding of education in emergencies; Advocate for education to be included in emergency response; Make teaching and learning resources available as widely as possible; Ensure attention to gender issues in emergency education initiatives; Document and disseminate best practices in the field; Move towards consensual guidelines on education in emergencies."

PISA (OECD) - <http://www.pisa.oecd.org/>

PISA is a new three-year survey of the knowledge and skills of 15-year-olds in the principal industrialized countries. The survey, conducted first in 2000, will be repeated every three years. 265,000 students from 32 countries took part. Students sat pencil and paper assessments in their schools. Students and their principals also answered questionnaires about themselves and their schools. This allowed PISA to identify what factors are associated with better and worse performance. A new way of looking at student performance. PISA assessed young people's capacity to use their knowledge and skills in order to meet real-life challenges, rather than merely looking at how well they had mastered a specific school curriculum. PISA assessed literacy in reading, mathematics and science. Students had to understand key concepts, to master certain

processes and to apply knowledge and skills in different situations. Information was also collected on student attitudes and approaches to learning.

Global Initiative to End all Corporal Punishment of Children - <http://www.endcorporalpunishment.org/>

This site has a strong emphasis on the human rights /legal issues surrounding corporal punishment. It includes sections on global progress and research.

UNIVERSITY/RESEARCH INSTITUTIONS:

Global Information Networks in Education - <http://www.ginie.org/>

(GINIE) provide a 'virtual learning community' for education innovation in nations in crisis and transition. The networks use Internet-based technology to build capacity for rapid access to information and expertise for education professionals working in situations of crisis and instability.

Right to Education - <http://www.right-to-education.org/>

This is a project of the Raoul Wallenberg Institute. The project, "is a public access human rights resource, the only such site in the world devoted solely to the right to education; defends and promotes the right to education; promotes human rights in education; promotes human rights through education."

The International Association for the Evaluation of Educational Achievement - <http://www.iea.nl/>

(IEA) The IEA is an independent, international cooperative of national research institutions and governmental research agencies. Its primary purpose is to conduct large-scale comparative studies of educational achievement, with the aim of gaining a more in-depth understanding of the effects of policies and practices within and across systems of education. Since its inception in 1958, the IEA has conducted about 20 research studies of cross-national achievement. The regular cycle of studies encompasses learning in basic school subjects. Examples are the Trends in Mathematics and Science Studies (TIMSS), the International Mathematics and Science Study (TIMSS), and the Progress in International Reading Literacy Studies (PIRLS).



